

## **Second Grade ESL**

### **Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **Beginner:**

#### **Listening**

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

#### **Speaking**

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
  - c. The –ed endings of regular past tense verbs
  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
  - b. Vowel digraphs and r-controlled letter-sound associations
  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List
  - b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words

2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Comparative and superlative adjectives
- c. Action verbs

2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. Express an opinion about a grade-level issue
- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

j. Reading

2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds i
- c. Identify the most common phoneme for letter combinations
- d. Orally blend words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme
- g. Identify high-frequency sight words

- h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - i. Sound out and blend words that have three or more phonemes
  - j. Sound out and blend "nonsense" words
  - k. Read aloud short sentences
  - l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles "a" and "an" correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., "What is he doing?").
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Begin to learn to understand basic vocabulary
- c. Comparative and superlative adjectives
- d. Recognize color, size, and number adjectives using realia
- e. Spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Begin to learn basic vocabulary
- c. Complex verbal directions
- d. Identify the main idea of a narrative.
- e. Answer literal or inferential oral comprehension questions.
- f. Inference questions pertaining to a short narrative passage.
- g. Language functions (requests, offers of help, apologies).
- h. Gesture to ask permission, make or accept apologies, greet others etc.
- i. Classroom directions (e.g., schedules, homework assignments).

- j. Understand demonstrated classroom directions (i.e. walking quietly, clear desk) etc.

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Intelligibly pronounce words for basic interpersonal communication (e.g. name, teachers name, numbers, colors, days of week, etc.)
- b. Grade appropriate vocabulary
- c. The –s endings of plural nouns
- d. The –ed endings of regular past tense verbs
- e. Repeat teacher’s intonation and phrasing
- f. Speak at a normal rate with normal intonation and phrasing
- g. Repeat rising intonation when asking a yes/no question
- h. Correct rising intonation when asking a yes/no question.

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Repeat teacher to segment single-syllable words
- b. Orally segment single-syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Isolate and count phonemes as teacher sounds out words that have three or fewer phonemes
- e. Sound out and blend words that have three or more phonemes
- f. Sound out and blend three- and four-phoneme "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Repeat pronunciation of nouns
- c. Comparative and superlative adjectives
- d. Begins to recognize color, size, and number adjectives using realia
- e. Action verbs
- f. Repeat an action and echo the verb

#### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Arrange pictures in sequential order to show what pictures are illustrating
- c. Ask and respond to questions intended to provide information.
- d. Gesture to ask or answer questions
- e. Give personal information.
- f. Give name, age
- g. Tell the use or purpose of familiar objects.
- h. Begin to learn simple vocabulary
- i. Use language functions to communicate
- j. ■asking permission;
- k. ■making and accepting apologies
- l. Gesture to ask permission or make or accept apologies
- m. Explain a personal preference and give a reason for it.
- n. Choose favorite colors, foods, etc
- o. Express an opinion about a grade-level issue
- p. Explain a few steps involved in completing a short grade-appropriate activity.
- q. Follow non-verbal directions to complete a short activity
- r. Narrate a grade-appropriate story based on a sequence of pictures.
- s. Manipulate pictures to sequence events in a grade appropriate story

Reading Accomplishments

2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - a. N/A
- b. Identify the direction to move within a word and across the lines of a text
  - a. N/A
- c. Identify where a new line of text begins
  - a. N/A
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
  - a. N/A
- e. Identify letters, printed words, and printed sentences.
  - a. N/A

2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
  - a. N/A
- b. Distinguish long- and short-vowel sounds i
  - a. N/A
- c. Identify the most common phoneme for letter combinations
  - a. N/A
- d. Orally blend words that have three or more phonemes
  - a. N/A

- e. Orally segment single-syllable words
    - a. N/A
  - f. Identify pairs of single-syllable words that rhyme
    - a. N/A
  - g. Identify high-frequency sight words
    - a. N/A
  - h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
    - a. N/A
  - i. Sound out and blend words that have three or more phonemes
  - j. Isolate and count phonemes as teacher sounds out words that have three or fewer phonemes
  - k. Sound out and blend "nonsense" words
  - l. Read aloud short sentences
    - a. N/A
  - m. Read aloud short sentences that are statements, questions, and exclamations.
    - a. N/A
  - n. Read aloud short passages.
    - a. N/A
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
    - a. N/A
  - b. Identify synonyms
    - a. N/A
  - c. Show knowledge of common prefixes
    - a. N/A
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Arrange pictures in sequential order to show what pictures are illustrating
  - d. Identify the main idea or main topic when it is explicitly stated.

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.  
N/A
- 2.W.2 Write dictated words and sentences.  
N/A
- 2.W.3 Write the correct form of appropriate regular verbs on grade level  
N/A
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)  
N/A



2.W.5 Write the correct form of common verb + preposition phrases

N/A

2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

N/A

2.W.7 Write the correct form of irregular count plurals (e.g., child/children)

N/A

2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

N/A

2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

N/A

2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

N/A

2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

a. Begin to recognize color, size, and number adjectives using realia

2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

N/A

2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat

a. Write letters correctly

2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )

N/A

2.W.15 Spell high-frequency words that are largely irregular.

N/A

2.W.16 Spell common contractions

N/A

2.W.17 Use periods at the ends of sentences.

N/A

2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).  
N/A

2.W.19 Use question marks at the ends of questions.  
N/A

2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).  
N/A

2.W.21 Use commas in addresses.  
N/A

2.W.22 Use apostrophes in contractions.  
N/A

2.W.23 Capitalize the first word in a sentence.  
N/A

2.W.24 Capitalize first and last names.  
N/A

2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa)  
N/A

2.W.26 Capitalize days of the week and months of the year.  
N/A

2.W.27 Capitalize names of familiar books.  
N/A

2.W.28 Capitalize all salutations and closings.  
N/A

2.W.29 Capitalize street names.  
N/A

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.  
N/A

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## **High Beginner**

### Listening

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
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  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
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  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List
  - b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
  - a. Nouns
  - b. Comparative and superlative adjectives
  - c. Action verbs

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. (g.)Express an opinion about a grade-level issue
- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

## Reading

### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds
- c. Identify the most common phoneme for letter combinations
- d. Orally blend words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme
- g. Identify high-frequency sight words
- h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- i. Sound out and blend words that have three or more phonemes
- j. Sound out and blend "nonsense" words
- k. Read aloud short sentences

- l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- d. 2.R.4 Understand and analyze meaning of material read
- e. Answer a literal question
  - f. Understand the order of events within a sequence or a process
  - g. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

## Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

## Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

## Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## Listening Accomplishments

### 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Begin to learn to understand more complex vocabulary
- c. Comparative and superlative adjectives
- d. Sort objects or pictures into groups (e.g. size, color, number, or use)
- e. Spatial prepositions
- f. Manipulating position of objects as directed (i.e. Put the book on the table.)

### 2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Develop basic vocabulary to understand simple phrases
- c. Complex verbal directions
- d. Follow non-verbal directions to complete a short activity
- e. Identify the main idea of a narrative.
- f. Answer literal or inferential oral comprehension questions.
- g. Give one or two word answers to literal questions
- h. Inference questions pertaining to a short narrative passage.
- i. Language functions (requests, offers of help, apologies).
- j. Ask permission, make or accept apologies, greet others, etc., by using one or two words and or gestures

- k. Classroom directions (e.g., schedules, homework assignments).
- l. Begins to follow simple classroom directions, rules etc.

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Intelligibly echo grade appropriate content words
- b. Grade appropriate vocabulary
- c. The –s endings of plural nouns
- d. Repeat the –s endings with teacher model
- e. The –ed endings of regular past tense verbs
- f. Pronounce the –ed endings of regular past tense verbs with teacher model
- g. Speak at a normal rate with normal intonation and phrasing
- h. Repeat teacher intonation and phrasing
- i. Correct rising intonation when asking a yes/no question.
- j. Repeat rising intonation when asking a yes/no question

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Repeat segmenting of single-syllable words
- b. Orally segment single-syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Isolate and count phonemes when student sounds out words
- e. Sound out and blend words that have three or more phonemes
- f. Sound out and blend three- and four-phoneme "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Repeat short sentences that are made up of words from the Sight Words List with natural intonation
- c. Short sentences that are statements, questions, and exclamations
- d. Repeat short sentences that are statements, questions, and exclamations with natural intonation
- e. Short passages made up of words from grade level content words
- f. Repeat short passages made up of words from the Sight Word List and regular words with natural intonation

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Sort pictures of nouns into groups (person, place, things)
- c. Comparative and superlative adjectives
- d. Sort objects or pictures into groups (e.g. size, color, number, or use)
- e. Action verbs
- f. When given a verb the student will demonstrate understanding physically

#### 2.S.5 Formulate simple correct sentences



### Simple sentences

- a. Use basic vocabulary to express simple ideas
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or” in simple grade-level contexts
- f. Uses “the” or “a(an)” before simple nouns
- g. Spatial prepositions
- h. Begin to use physical response in manipulating position of objects as directed (i.e. Put the book on the table.)

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. "Tell the story" of the pictures in simple words
- c. Ask and respond to questions intended to provide information.
- d. Respond with gestures and one word answers
- e. Give personal information.
- f. Give names of family members and other simple meaningful information
- g. Tell the use or purpose of familiar objects.
- h. Identify in English familiar objects
- i. Use language functions to communicate
  - asking permission;
  - making and accepting apologies
- j. Ask permission using one or two words and or gestures
- k. Explain a personal preference and give a reason for it.
- l. Continue to choose and show personal preferences
- m. Express an opinion about a grade-level issue
- n. Explain a few steps involved in completing a short grade-appropriate activity.
- o. Follow simple verbal directions to complete a short activity
- p. Narrate a grade-appropriate story based on a sequence of pictures.
- q. Act out pictures to sequence events in a grade appropriate story

### Reading Accomplishments

#### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify front and back cover of a book
- c. Identify the direction to move within a word and across the lines of a text
- d. Identify first letter of words and the first word in a sentence.
- e. Identify where a new line of text begins
- f. Recognize and name all uppercase and lowercase letters of the alphabet.
- g. Recognize and name all uppercase and lowercase letters of the alphabet
- h. Identify letters, printed words, and printed sentences.

- i. Identify letters
- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- a. Determine whether words start with sounds that are the same or different
  - b. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - c. Distinguish long- and short-vowel sounds i
  - d. Recognize short vowel sounds in isolation
  - e. Identify the most common phoneme for letter combinations
  - f. Orally blend words that have three or more phonemes
  - g. Identify letter sounds
  - h. Orally segment single-syllable words
  - i. Identify letter sounds
  - j. Identify pairs of single-syllable words that rhyme
  - k. Identify high-frequency sight words
  - l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - m. Sound out and blend words that have three or more phonemes
  - n. Isolate and count phonemes when student sounds out words
  - o. Sound out and blend "nonsense" words
  - p. Read aloud short sentences
  - q. Read aloud short sentences that are statements, questions, and exclamations.
  - r. Echo short sentences that are statements, questions, and exclamations with natural intonation
  - s. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Begins to identify simple antonyms
  - c. Identify synonyms
  - d. Begins to identify synonyms
  - e. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.
  - d. Identify the main character in a read-aloud simple story

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- a. Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- a. Write dictated letters in upper- and lower-case.

- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- a. Write dictated letters in upper- and lower-case.
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- a. Write dictated letters in upper- and lower-case.
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- a. Begins to use subject pronouns correctly with guidance
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- a. Sort objects or pictures into groups (e.g. size, color, number, or use)
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- a. Begins to learn letter sounds
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- a. Begins to learn letter sounds
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- a. Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

- a. Begins to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.). with guidance
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- a. Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- a. Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- a. Recognize that family relationships carry titles (i.e. Aunt Jeanette /Uncle John)
- 2.W.26 Capitalize days of the week and months of the year.
- a. Begins to capitalize days of the week and months of the year with guidance
- 2.W.27 Capitalize names of familiar books.
- a. Begins to capitalize names of familiar books with guidance
- 2.W.28 Capitalize all salutations and closings.
- a. Begins to capitalize all salutations and closings with guidance
- 2.W.29 Capitalize street names.
- a. Begins to capitalize street names with guidance
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- a. Identify subject/predicate

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

## Algebra

- a. Patterns
- b. Sorting

## Geometry

- a. Shapes
- b. Positions & Directions

## Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

## Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## **Intermediate:**

### Listening

#### 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural, regular and irregular nouns and action verbs
- b. Comparative and superlative adjectives
- c. Spatial prepositions

#### 2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Complex verbal directions
- c. Identify the main idea of a narrative.
- d. Answer literal or inferential oral comprehension questions.
- e. Inference questions pertaining to a short narrative passage.
- f. Language functions (requests, offers of help, apologies).
- g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

#### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. The –s endings of plural nouns
- c. The –ed endings of regular past tense verbs
- d. Speak at a normal rate with normal intonation and phrasing
- e. Correct rising intonation when asking a yes/no question.

- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
  - b. Vowel digraphs and r-controlled letter-sound associations
  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List
  - b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
  - a. Nouns
  - b. Comparative and superlative adjectives
  - c. Action verbs
- 2.S.5 Formulate simple correct sentences
  - a. Simple sentences      Learn basic vocabulary
  - b. Simple present and simple past tense of verbs
  - c. Contractions
  - d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
  - e. Articles ("a (an)", "the" "or") in simple grade-level contexts
  - f. Spatial prepositions
- 2.S.6 Express ideas, personal preferences, and desires
  - a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. Ask and respond to questions intended to provide information.
  - c. Give personal information.
  - d. Tell the use or purpose of familiar objects.
  - e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
  - f. Explain a personal preference and give a reason for it.
  - g. (g.)Express an opinion about a grade-level issue
  - h. Explain a few steps involved in completing a short grade-appropriate activity.
  - i. Narrate a grade-appropriate story based on a sequence of pictures.

## Reading

- 2.R.1 Identify concept of print
  - a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text
  - c. Identify where a new line of text begins
  - d. Recognize and name all uppercase and lowercase letters of the alphabet.

- e. Identify letters, printed words, and printed sentences.
- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- a. Determine whether words start with sounds that are the same or different
  - b. Distinguish long- and short-vowel sounds
  - c. Identify the most common phoneme for letter combinations
  - d. Orally blend words that have three or more phonemes
  - e. Orally segment single-syllable words
  - f. Identify pairs of single-syllable words that rhyme
  - g. Identify high-frequency sight words
  - h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - i. Sound out and blend words that have three or more phonemes
  - j. Sound out and blend "nonsense" words
  - k. Read aloud short sentences
  - l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)

- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.



2.W.28 Capitalize all salutations and closings.

2.W.29 Capitalize street names.

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Point to acknowledge understanding of everyday vocabulary including singular and plural regular nouns
- c. Comparative and superlative adjectives
- d. Compare object or pictures (bigger, longer, older, etc.)
- e. Spatial prepositions
- f. Verbalize positions of objects in one or two word response

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Identify basic words to describe pictures
- c. Complex verbal directions
- d. Follow simple verbal directions to complete a short activity
- e. Identify the main idea of a narrative.
- f. Identify the main idea of a two or three sentence narrative with assistance
- g. Answer literal or inferential oral comprehension questions.
- h. Begins to be able to answer inferential questions with guidance or prompts
- i. Inference questions pertaining to a short narrative passage.
- j. Begins to be able to answer inferential questions with guidance or prompts
- k. Language functions (requests, offers of help, apologies).
- l. Ask permission, make or accept apologies, greet others, etc. using simple phrases or gestures
- m. Classroom directions (e.g., schedules, homework assignments).
- n. Begins to understand academic directions, homework expectations with prompts and reminders

### Speaking Accomplishments

### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. Pronounce grade appropriate content words independently
- c. The –s endings of plural nouns
- d. Occasionally pronounce the –s ending of plural nouns
- e. The –ed endings of regular past tense verbs
- f. Occasionally pronounce the –ed endings of regular past tense verbs
- g. Speak at a normal rate with normal intonation and phrasing
- h. Participate in songs, chants, choral speaking/reading using normal intonation and phrasing
- i. Correct rising intonation when asking a yes/no question
- j. Occasionally use correct intonation when asking a yes/no question

### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Begins to recognize segmenting patterns in single syllable word families
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Begins to develop knowledge of vowel digraphs and r-controlled letter sound associations
- e. Sound out and blend words that have three or more phonemes
- f. Blend words with three or more phonemes when teacher gives segmented sounds
- g. Sound out and blend three- and four-phoneme "nonsense" words
- h. Begin to sound out and blend rhyming nonsense words in trade books (e.g. Dr. Seuss)

### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Read aloud short sentences made up of words from the Sight Words List in a shared reading setting
- c. Short sentences that are statements, questions, and exclamations
- d. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a shared reading setting
- e. Short passages made up of words from grade level content words
- f. Read aloud short passages made up of words from the Sight Word List and regular words in a choral/shared reading setting

### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Generates a list of nouns from familiar settings (e.g. home, school, stores, etc.)
- c. Comparative and superlative adjectives
- d. Begins to compare objects or pictures (bigger, longer, older, etc.)
- e. Action verbs
- f. Identify verb orally in a spoken sentence

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences

- b. Use vocabulary to formulate simple phrases
  - c. Simple present and simple past tense of verbs
  - d. Recognize when verbs are used correctly orally (i.e. We went to the zoo tomorrow?)
  - e. Contractions
  - f. Begins to recognize that two words can form a contraction
  - g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
    - 1. Uses limited auxiliaries (i.e. can, will)
  - h. Articles (“a (an)”, “the” “or” in simple grade-level contexts
  - i. Uses “a” or “an” correctly in a guided activity
  - j. Spatial prepositions
  - k. Verbalize positions of objects in one or two word response
- 2.S.6 Express ideas, personal preferences, and desires
- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. “Tell the story” of the pictures in simple phrases
  - c. Ask and respond to questions intended to provide information.
  - d. Respond to questions with simple sentences
  - e. Give personal information.
  - f. Give phone number, address, etc
  - g. Tell the use or purpose of familiar objects.
  - h. Demonstrate use of familiar objects
  - i. Use language functions to communicate
    - a. asking permission;
    - b. making and accepting apologies
  - j. Ask permission using simple phrases or gestures
  - k. Explain a personal preference and give a reason for it.
  - l. Makes more complex choices and give one or two word reasons for preferences
  - m. Express an opinion about a grade-level issue
  - n. Begin to express an opinion about grade level issues
  - o. Explain a few steps involved in completing a short grade-appropriate activity.
  - p. Follow a few steps to complete a simple grade level activity
  - q. Narrate a grade-appropriate story based on a sequence of pictures.
  - r. Use simple vocabulary to sequence events in a grade appropriate story

### Reading Accomplishments

- 2.R.1 Identify concept of print
- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify components of books (e.g. front cover, back cover, title page and author’s name)
  - c. Identify the direction to move within a word and across the lines of a text
  - d. Track words with finger in shared or guided reading setting.
  - e. Identify where a new line of text begins
  - f. Track words with finger in shared or guided reading setting

- g. Recognize and name all uppercase and lowercase letters of the alphabet.
- h. Identify letters, printed words, and printed sentences.
- i. Identify printed words

2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds
- c. Recognize short vowel sounds in words
- d. Identify the most common phoneme for letter combinations
- e. Identify consonant digraphs th, ch, sh combinations
- f. Orally blend words that have three or more phonemes
- g. Orally blend words that have three or more phonemes
- h. Orally segment single-syllable words
- i. Orally segment single-syllable words
- j. Identify pairs of single-syllable words that rhyme
- k. Identify chunks of words
- l. Identify high-frequency sight words
- m. Begins to identify familiar words from the Sight Word List (i.e. color words, number words,)
- n. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- o. Begins to develop knowledge of vowel digraphs and r-controlled letter sound associations
- p. Sound out and blend words that have three or more phonemes
- q. Blend words with three or more phonemes when teacher gives segmented sounds
- r. Sound out and blend "nonsense" words
- s. Begins to sound out and blend rhyming nonsense words in trade books (e.g. Dr. Seuss)
- t. Read aloud short sentences
- u. Read aloud short sentences made up of words from the Sight Words List in a shared reading setting
- v. Read aloud short sentences that are statements, questions, and exclamations.
- w. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a shared reading setting
- x. Read aloud short passages.

2.R.3 Recognize relationships between words and parts of words

- a. Identify antonyms
- b. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- c. Identify synonyms
- d. Identify synonyms of grade-level words
- e. Shows knowledge of common prefixes

2.R.4 Understand and analyze meaning of material read

- a. Answer a literal question

- b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List in a shared reading setting
- c. Understands the order of events within a sequence or a process
- d. Identify the main idea or main topic when it is explicitly stated.
- e. Identify the main idea of two or three sentences with assistance
- f. Identify the main character in a story in a guided reading group

### Writing Accomplishments

2.W.1 Write dictated letters in upper- and lower-case.

2.W.2 Write dictated words and sentences.

2.W.3 Write the correct form of appropriate regular verbs on grade level

2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

2.W.5 Write the correct form of common verb + preposition phrases

- a. Begin to write correct form of common verbs + prepositions in a shared writing activity

2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

- a. Begin to write the correct form of subject-verb agreement with count nouns without intervening words (i.e. Three little boys run; A little boy runs.)

2.W.7 Write the correct form of irregular count plurals (e.g., child/children)

- a. Write the correct form of irregular count plurals (e.g., child/children) in a shared writing setting

2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

- a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a shared writing setting

2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

- a. Use subject pronouns correctly and begins to use object pronouns with guidance

2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

- a. Begins to use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a shared writing setting

2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

- a. Begins to compare objects or pictures (bigger, longer, older, etc.)
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
  - a. Use possessive adjectives correctly with guidance
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
  - a. Write letters for sounds in shared writing setting
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
  - a. Write letters for sounds in shared writing setting
- 2.W.15 Spell high-frequency words that are largely irregular.
  - a. Spell high-frequency words that are phonemically regular
- 2.W.16 Spell common contractions
  - a. Begins to spell common contractions with guidance
- 2.W.17 Uses periods at the ends of sentences.
  - a. Uses periods at the ends of sentences.
- 2.W.18 Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - a. Begins to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) independently
- 2.W.19 Uses question marks at the ends of questions.
  - a. Uses question marks at the ends of questions.
- 2.W.20 Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
  - a. Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Uses commas in addresses.
  - a. Uses commas in addresses.
- 2.W.22 Uses apostrophes in contractions.
  - a. Begins to spell common contractions with apostrophes with guidance
- 2.W.23 Capitalize the first word in a sentence.
  - a. Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
  - a. Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Begins to capitalize titles with names

- 2.W.26 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
  - a. Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
  - b. Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
  - a. Begins to edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2 with support
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write simple subject/predicate

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

## Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## High Intermediate:

### Listening

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
  - c. The –ed endings of regular past tense verbs
  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
  - b. Vowel digraphs and r-controlled letter-sound associations
  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List
  - b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
  - a. Nouns
  - b. Comparative and superlative adjectives



- c. Action verbs

2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. (g.)Express an opinion about a grade-level issue
- h. (h.) Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

Reading

2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds i
- c. Identify the most common phoneme for letter combinations
- d. Orally blend words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme
- g. Identify high-frequency sight words
- h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- i. Sound out and blend words that have three or more phonemes
- j. Sound out and blend "nonsense" words
- k. Read aloud short sentences

- l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)

- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural regular and irregular nouns and action verbs
  - b. Acknowledge understanding of everyday vocabulary including singular, plural regular and irregular nouns and action verbs
  - c. Comparative and superlative adjectives
  - d. Compare objects, pictures in groups of three or more (e.g. big, bigger, biggest)
  - e. Spatial prepositions
  - f. Can use complete simple sentences to show spatial prepositions with guidance
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Recognize simple statements using descriptive words with assistance
  - c. Complex verbal directions
  - d. Follow a few steps to complete a simple grade level activity
  - e. Identify the main idea of a narrative.
  - f. Identify the main idea of a two or three sentence narrative with support
  - g. Answer literal or inferential oral comprehension questions.
  - h. Begins to answer inferential questions independently
  - i. Inference questions pertaining to a short narrative passage.
  - j. Begin to answer inferential questions independently
  - k. Language functions (requests, offers of help, apologies).
  - l. Ask permission, make or accept an apology, greet others, etc by using simple or complex phrasing
  - m. Classroom directions (e.g., schedules, homework assignments).
  - n. Begins to understand academic directions, homework expectations independently

### Speaking Accomplishments

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. Pronounce grade appropriate content words in context
  - c. The –s endings of plural nouns
  - d. Frequently pronounce the s-ending of plural nouns
  - e. The –ed endings of regular past tense verbs
  - f. Frequently pronounce the –ed endings of regular past tense verbs
  - g. Speak at a normal rate with normal intonation and phrasing
  - h. Initiate conversations using normal intonation and phrasing
  - i. Correct rising intonation when asking a yes/no question.
  - j. Frequently use rising intonation when asking a yes/no question
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words

- b. Begins to independently segment single syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Begins to use knowledge of vowel digraphs and r-controlled letter sound associations
- e. Sound out and blend words that have three or more phonemes
- f. Begins to blend and sound out words with three or more phonemes
- g. Sound out and blend three- and four-phoneme "nonsense" words
- h. Expand word family patterns by adding different beginning letters to form "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Read aloud short sentences made up of words from the Sight Words List in a guided reading setting
- c. Short sentences that are statements, questions, and exclamations
- d. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a guided reading setting
- e. Short passages made up of words from grade level content words
- f. Read aloud short passages made up of words from the Sight Word List and regular words in a guided setting

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Identify nouns in sentences
- c. Comparative and superlative adjectives
- d. Begins to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest)
- e. Action verbs
- f. Begins to use verbs independently in sentences

#### 2.S.5 Formulate simple correct sentences

- a. Simple sentences
- b. Uses vocabulary to formulate simple sentences with guidance
- c. Simple present and simple past tense of verbs
- d. Begins to show ability to use simple present and simple past tense of verbs correctly.
- e. Contractions
- f. Match the two words to form a contraction (i.e. can not, is not, etc.)
- g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
  - 1. Begins to understand using modal auxiliaries (i.e. could, may, might)
- h. Articles ("a (an)", "the", "or") in simple grade-level contexts
- i. Begins to distinguish when to use a, an, or the in simple grade level context
- j. Spatial prepositions
- k. Can use complete simple sentences to show spatial prepositions with guidance

#### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.

- b. “Tell the story” in more complex phrases
- c. Ask and respond to questions intended to provide information.
- d. Begins to ask simple questions to gather information
- e. Give personal information.
- f. Give likes, dislikes, favorites and personal experience
- g. Tell the use or purpose of familiar objects.
- h. Begins to tell the use or purpose of familiar objects
- i. Use language functions to communicate
- j. ■asking permission;
- k. ■making and accepting apologies
- l. Makes or accept an apology by using simple phrasing
- m. (f.) Explain a personal preference and give a reason for it.
- n. Use simple phrasing when making personal choices
- o. (g.)Express an opinion about a grade-level issue
- p. Expresses an opinion about grade level issues and begin to share reasons to support
- q. (h.) Explain a few steps involved in completing a short grade-appropriate activity.
- r. Begins to give short simple directions for completing a simple activity
- s. Narrate a grade-appropriate story based on a sequence of pictures.
- t. Use simple phrases to sequence events in a grade appropriate story

### Reading Accomplishments

- 2.R.1 Identify concept of print
  - a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text
  - c. Begins to track independently
  - d. Identify where a new line of text begins
  - e. Recognize and name all uppercase and lowercase letters of the alphabet.
  - f. Identify letters, printed words, and printed sentences.
  - g. Identify letters, printed words, and printed sentences.
- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
  - a. Determine whether words start with sounds that are the same or different
  - b. Distinguish long- and short-vowel sounds i
  - c. Recognizes long vowel sounds in words
  - d. Identify the most common phoneme for letter combinations
  - e. Begins to identify common vowel digraphs and diphthongs
  - f. Orally blend words that have three or more phonemes
  - g. Orally segment single-syllable words
  - h. Identify pairs of single-syllable words that rhyme
  - i. Identify pairs of single-syllable words that rhyme
  - j. Identify high-frequency sight words
  - k. Begins to identify high frequency words from the Sight Word List

- l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - m. Begins to use knowledge of vowel digraphs and r-controlled letter sound associations
  - n. Sound out and blend words that have three or more phonemes
  - o. Begin to blend and sound out words with three or more phonemes
  - p. Sound out and blend "nonsense" words
  - q. Expand word family patterns by adding different beginning letters to form "nonsense" words
  - r. Read aloud short sentences
  - s. Read aloud short sentences made up of words from the Sight Words List in a guided reading setting
  - t. Read aloud short sentences that are statements, questions, and exclamations.
  - u. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a guided reading setting
  - v. Read aloud short passages.
  - w. Read aloud short passages made up of words from the Sight Word List and regular words in a guided setting
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
  - d. Begin to be aware that common prefixes can be added to change a word's meaning
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List in a guided reading setting
  - c. Understand the order of events within a sequence or a process
  - d. Identify the main idea or main topic when it is explicitly stated.
  - e. Identify the main idea of two or three sentences narrative with support
  - f. Begins to identify the main character of stories read independently

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- a. Chooses the correct verb form in a multiple choice format
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- a. Chooses the correct form of a regular verb in a multiple choice format
- 2.W.5 Write the correct form of common verb + preposition phrases

- a. Begins to write correct form of common verbs + prepositions in a guided writing activity
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- a. Begins to write the correct form of subject-verb agreement with count nouns both with and without intervening words (i.e. Three little boys run; A little boy runs.)
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- a. Write the correct form of irregular count plurals (e.g., child/children) in a guided writing setting
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a guided writing setting
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- a. Chooses subject/object pronouns independently in a multiple choice format
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- a. Begins to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest) in writing
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- a. Uses possessive adjectives independently
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- a. Write a letter that is usually used to represent a sound in a guided writing setting
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- a. Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.) in a guided writing setting
- 2.W.15 Spell high-frequency words that are largely irregular.
- a. Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions



- a. Begins to spell common contractions independently
- 2.W.17 Use periods at the ends of sentences.
- a. Uses periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- a. Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- a. Uses question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- a. Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- a. Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- a. Begins to spell common contractions with apostrophes independently
- 2.W.23 Capitalize the first word in a sentence.
- a. Capitalizes the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- a. Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- a. Capitalizes titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- a. Capitalizes days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- a. Capitalizes names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- a. Capitalizes all salutations and closings.
- 2.W.29 Capitalize street names.
- a. Capitalizes street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Advanced:**

#### Listening

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural, regular and irregular nouns and action verbs
- b. Comparative and superlative adjectives
- c. Spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Complex verbal directions
- c. Identify the main idea of a narrative.
- d. Answer literal or inferential oral comprehension questions.
- e. Inference questions pertaining to a short narrative passage.

- f. Language functions (requests, offers of help, apologies).
- g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

#### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. The –s endings of plural nouns
- c. The –ed endings of regular past tense verbs
- d. Speak at a normal rate with normal intonation and phrasing
- e. Correct rising intonation when asking a yes/no question.

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Vowel digraphs and r-controlled letter-sound associations
- c. Sound out and blend words that have three or more phonemes
- d. Sound out and blend three- and four-phoneme "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Comparative and superlative adjectives
- c. Action verbs

#### 2.S.5 Formulate simple correct sentences

- a. Simple sentences Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

#### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate •asking permission; •making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. Express an opinion about a grade-level issue

- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

### Reading

#### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

#### f. 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- g. Determine whether words start with sounds that are the same or different
- h. Distinguish long- and short-vowel sounds i
- i. Identify the most common phoneme for letter combinations
- j. Orally blend words that have three or more phonemes
- k. Orally segment single-syllable words
- l. Identify pairs of single-syllable words that rhyme
- m. Identify high-frequency sight words
- n. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- o. Sound out and blend words that have three or more phonemes
- p. Sound out and blend "nonsense" words
- q. Read aloud short sentences
- r. Read aloud short sentences that are statements, questions, and exclamations.
- s. Read aloud short passages.

#### 2.R. 3 Recognize relationships between words and parts of words

- a. Identify antonyms
- b. Identify synonyms
- c. Show knowledge of common prefixes

#### 2.R.4 Understand and analyze meaning of material read

- a. Answer a literal question
- b. Understand the order of events within a sequence or a process
- c. Identify the main idea or main topic when it is explicitly stated.

### Writing

#### 2.W.1 Write dictated letters in upper- and lower-case.

#### 2.W.2 Write dictated words and sentences.

#### 2.W.3 Write the correct form of appropriate regular verbs on grade level

- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.

2.W.24 Capitalize first and last names.

2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

2.W.26 Capitalize days of the week and months of the year.

2.W.27 Capitalize names of familiar books.

2.W.28 Capitalize all salutations and closings.

2.W.29 Capitalize street names.

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- c. Comparative and superlative adjectives
- d. Demonstrate understanding of comparative and superlative adjectives from grade level appropriate vocabulary
- e. Spatial prepositions
- f. Can use complete simple sentences to show spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Recognize simple statements (SVO, SV, past, present, or future) (e.g., point to the picture that shows a girl riding a bicycle).
- c. Complex verbal directions
- d. Begins to give short simple directions for completing a simple activity
- e. Identify the main idea of a narrative.
- f. Identify the main idea of a narrative.

- g. Answer literal or inferential oral comprehension questions.
- h. Answer literal or inferential oral comprehension questions.
- i. Inference questions pertaining to a short narrative passage.
- j. Understand simple inference questions pertaining to a short narrative passage.
- k. Language functions (requests, offers of help, apologies).
- l. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- m. Classroom directions (e.g., schedules, homework assignments).
- n. Understand classroom directions (e.g., schedules, homework assignments).

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Pronounce grade appropriate content words in context
- b. Grade appropriate vocabulary
- c. Intelligibly pronounce words from grade appropriate vocabulary
- d. The –s endings of plural nouns
- e. Pronounce the –s endings of plural nouns
- f. The –ed endings of regular past tense verbs
- g. Pronounce the –ed endings of regular past tense verbs
- h. Speak at a normal rate with normal intonation and phrasing
- i. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
- j. Correct rising intonation when asking a yes/no question.
- k. Uses correct rising intonation when asking a yes/no question.

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Orally segment single-syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Uses knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: boat, speed, for, far, fir, fur, her).
- e. Sound out and blend words that have three or more phonemes
- f. Sound out and blend words that have three or more phonemes.
- g. Sound out and blend three- and four-phoneme "nonsense" words
- h. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/).

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Read aloud short sentences made up of words from the Sight Words List and regular words (e.g., read aloud, "The girl is sitting on a short chair.")
- c. Short sentences that are statements, questions, and exclamations
- d. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List with natural intonation (e.g., rising pitch at ends of questions).

- e. Short passages made up of words from grade level content words
- f. Read aloud short passages made up of words from the Sight Words List and regular words

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Demonstrate knowledge of the use of nouns
- c. Comparative and superlative adjectives
- d. Demonstrate knowledge of the use of comparative and superlative adjectives
- e. Action verbs
- f. Demonstrate understanding of the use of action verbs (e.g., name a representation of an action)

#### 2.S.5 Formulate simple correct sentences

- a. Simple sentences
- b. Simple Sentences
- c. Simple present and simple past tense of verbs
- d. Shows ability to use simple present and simple past tense of verbs accurately (e.g., use the correct form to identify a past or present action, such as a picture of a boy who was eating vs. a picture of a boy who is eating).
- e. Contractions
- f. Uses contractions made with “not” to negate a statement.
- g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- h. Uses the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- i. Articles (“a (an)”, “the”, “or”) in simple grade-level contexts
- j. Uses articles (“a (n)”, “the”, “or”) in simple grade-level contexts.
- k. Spatial prepositions
- l. Demonstrate an ability to use spatial prepositions (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).

#### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- c. Ask and respond to questions intended to provide information.
- d. Ask and respond to questions intended to provide information.
- e. Give personal information.
- f. Provide personal information.
- g. Tell the use or purpose of familiar objects.
- h. Tell the use or purpose of familiar objects.
- i. Use language functions to communicate
  - a. asking permission;
  - b. making and accepting apologies



- j. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies
- k. Explain a personal preference and give a reason for it.
- l. Explain a personal preference and give a reason for it.
- m. Express an opinion about a grade-level issue
- n. Express an opinion about a grade-level issue and give two reasons to support it.
- o. Explain a few steps involved in completing a short grade-appropriate activity.
- p. Explain a few steps involved in completing a short grade-appropriate activity.
- q. Narrate a grade-appropriate story based on a sequence of pictures.
- r. Narrate a grade-appropriate story based on a sequence of pictures.

### Reading Accomplishments

#### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- d. Identify where a new line of text begins
- e. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- f. Recognize and name all uppercase and lowercase letters of the alphabet.
- g. Identify letters, printed words, and printed sentences.

#### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds i
- c. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- d. Identify the most common phoneme for letter combinations
- e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- f. Orally blend words that have three or more phonemes
- g. Orally segment single-syllable words
- h. Identify pairs of single-syllable words that rhyme
- i. Identify pairs of single-syllable words that rhyme
- j. Identify high-frequency sight words
- k. Identify high-frequency sight words from the Sight Words List.
- l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- m. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).
- n. Sound out and blend words that have three or more phonemes
- o. Sound out and blend words that have three or more phonemes

- p. Sound out and blend "nonsense" words
  - q. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).
  - r. Read aloud short sentences
  - s. Read aloud short sentences made up of words from the Sight Words List and regular words (e.g., read aloud, "The girl is sitting on a short chair.")
  - t. Read aloud short sentences that are statements, questions, and exclamations.
  - u. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words with natural intonation (e.g., rising pitch at ends of questions).
  - v. Read aloud short passages.
  - w. Read aloud short passages made up of words from the Sight Words List and regular words
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
  - d. Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List
  - c. Understand the order of events within a sequence or a process
  - d. Identify the main idea or main topic when it is explicitly stated.
  - e. Identify the main idea or main topic when it is explicitly stated.
  - f. Identify the main character in a story.

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- a. Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- a. Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- a. Choose the correct form of an irregular verb in a multiple choice format
- 2.W.5 Write the correct form of common verb + preposition phrases

- a. Write the correct form of familiar common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
  - a. Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
  - a. Write the correct form of irregular count plurals (e.g., child/children) independently
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
  - a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary independently
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
  - a. Uses the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
  - a. Uses interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
  - a. Uses common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
  - a. Begins to use possessive pronouns correctly
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
  - a. Writes a letter that usually is used to represent a phoneme
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
  - a. Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions

- a. Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- a. Uses periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- a. Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- a. Uses question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- a. Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- a. Uses commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- a. Uses apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- a. Capitalizes the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- a. Capitalizes first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- a. Capitalizes days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- a. Capitalizes names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- a. Capitalizes all salutations and closings.
- 2.W.29 Capitalize street names.
- a. Capitalizes street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- a. Edits mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Writes complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table